

## Chapter 14 Discussion Questions

1. Chapter 14 argues that animation earns its place only when it explains temporal patterns static maps cannot. What evidence should students provide before choosing animation?
2. Smooth transitions imply continuity, while stop-frame transitions admit discrete snapshots. How can the wrong transition type invent temporal meaning that was never measured?
3. Temporal controls give users agency over pacing and review. What should be non-negotiable in animated map controls for public or classroom-facing work?
4. Temporal legends make time visible as a map element. How does a visible timeline, date display, or progress indicator change user trust and comprehension?
5. Animation is seductive because it feels alive. How can students learn to remove motion that is engaging but not explanatory, especially when an LLM recommends it enthusiastically?